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ABSTRACT

Accelerated Christian Education (ACE) schools, which provide an alternative to state-supported and other church schools, began in the United States, but their growth in Australia has been rapid. In 1977, there was only one ACE school in Australia, but by 1982 there were 10. The schools, which are committed to Christian fundamentalism, are run by local churches. The package of ACE instructional materials cover kindergarten through high school, and are inexpensive ($5,000). According to ACE advertising, working with two non-professionals, one teacher can instruct 40-50 students in one room and with any combination of grades. The curriculum of ACE takes up and simplifies the views of the Protestant fundamentalists, and supports prayer, censorship of texts, a strong and traditional family, and corporal punishment. ACE emphasizes Biblical orthodoxy and separation from the outside world. ACE classrooms consist of study carrels, which promote private individual study. Programmed learning materials are included in all subjects, but only English, Mathematics, Science, and Social Studies are mandatory. Students work to receive rewards for achievement. The ACE schools have been criticized for religious, racial and community segregation, and conflicts between ACE and government schools systems are intensifying in Australia. (KH)

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THE SHOCK OF THE OLD - THE MILITANT CHURCH AND EDUCATION

by

Roger Hunter

Brisbane College of Advanced Education

Paper presented at the Annual Conference of the Australian and New Zealand Comparative International Education Society (10th, Sydney, NSW, Australia, November 24-26, 1982).

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THE SHOCK OF THE OLD

The Militant Church and Education

Roger Hunter,
Brisbane College of Advanced
Education.

A militant Church team has moved onto the playing fields of education in Australia. One of its representatives is the Accelerated Christian Education system. Well supported and particularly well organised in terms of teaching materials and structures, its supporters claim that it is 'the fastest growing education system in Australia'.

There is no doubt about the relatively strong growth of this type of educational institution in both Australian and international contexts. The reasons for this expansion will be examined here, together with the franchise and curriculum arrangements that fuel its growth. The motives for its inception will be also discussed.

Accelerated Christian Education or 'ACE' institutions provide an unusually distinctive alternative to state schools as well as most other church schools. Curriculum, its delivery, and consequent staff:student relationships are part of this distinctiveness. In political terms ACE schools are in opposition to much of what is taken for granted in state schools: and in the analogy of the playing field, here is a team that believes it has a winning game plan.

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The Militant Church and Education

> Education is life. The Bible is the Book of Life and is the foundation of all human relations and principles of teaching. It is the basis of all A.C.E. text materials... designed for programming the mind to enable the child to see life from God's point of view.
>
> Humanism, progressivism, situation ethics, and the new morality are refuted and replaced by the absolute standards of right and wrong.[1]

Current Australian census figures indicate that over 80% of Australians understand themselves to be either members of one of three Christian denominations - Anglican, Catholic or Uniting - or not adherents of any religion at all. The remaining 20% of the population is certainly not in a religious vacuum, as there are an additional 500 distinct religious traditions, denominations or sects operating in Australia today. In offering their solutions to the human condition these minority groups are offering alternative ideas to more familiar or established institutions. A certainty about their views, and about correct behaviour related to those views, are features of such alternative groups. Not all have chosen to develop schools or school systems to support these apparent certainties. This is a report about one group that has. Accelerated Christian Education (ACE) Schools now form a major part of the remarkable growth of so-called alternative religious schools in both the United States and Australia.

Remarkable Growth

The ACE school system was developed by Donald Howard, a Baptist Minister, who opened and, with his wife, staffed the first such school in Garland, Texas in 1970. The first edition of ACE Curriculum material was produced in 1973, and in the last nine years the growth of schools affiliated with the ACE programme has been such that Howard claims that it is the fastest growing education system in the world, and the largest Christian school movement in the U.S.A.

The major ACE commitment in terms defined by Howard have been to 'saturate America with Christian schools' and further, to place a 'Christian school with a Christian curriculum in every Bible-believing Church in America and around the World'.[2] In 1979 Howard provided a slogan for increased expansion. From 1980, he declared, ACE should lead a Decade of Reform.[3] The extent to which this goal has been realised is shown in the following tables.

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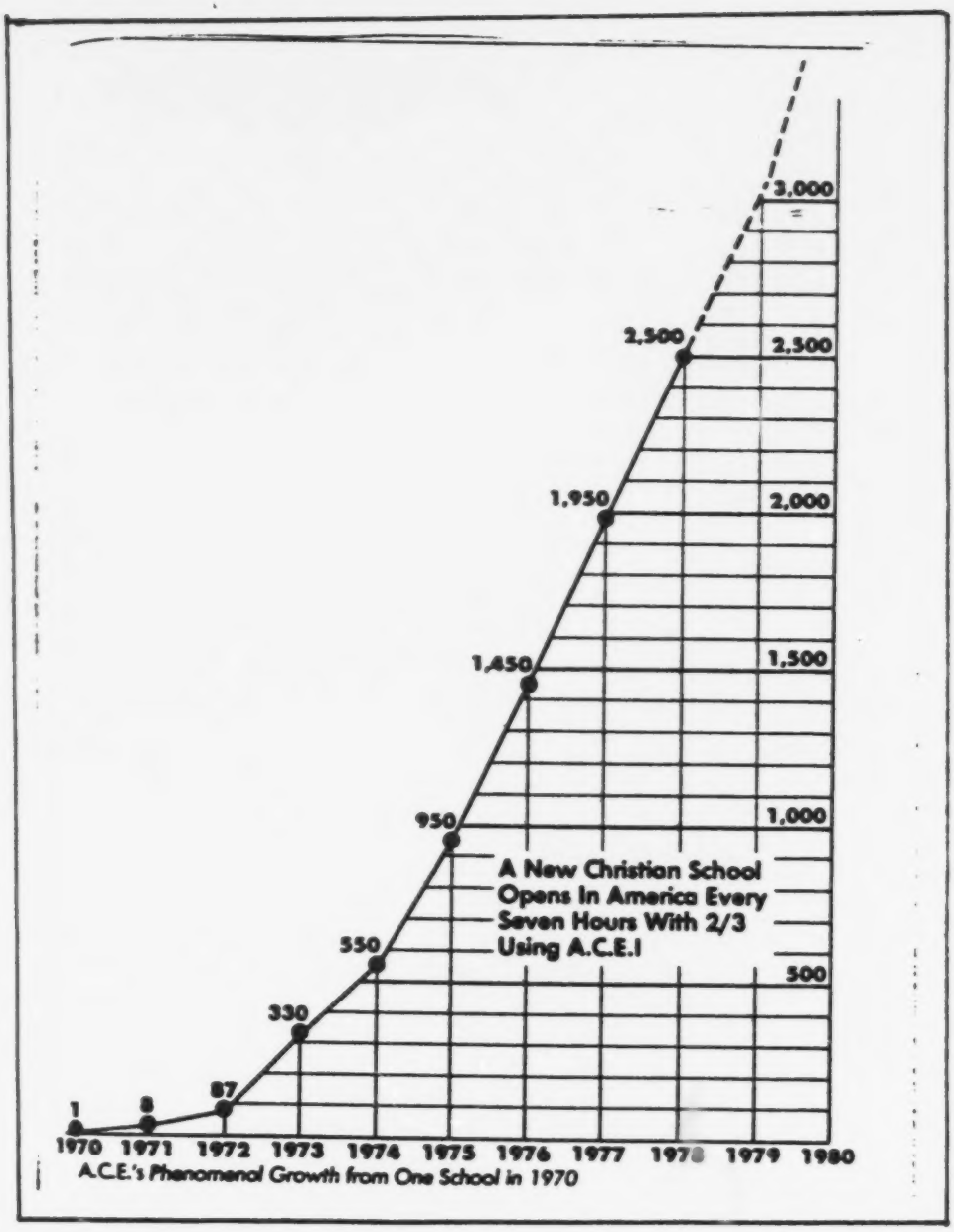
TABLE ONE

ACE Schools In USA: 1970-1980



(Source: D.R. Howard, Rebirth of Our Nation, 1980. p. 275)

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TABLE TWO

ACE Estimated Enrolments 1970-1980 and Projected Enrolments to 1990: USA

COLUMN 1 SCHOOL YEAR	COLUMN 2 SCHOOLS	COLUMN 3 STUDENTS	COLUMN 4 GRADUATES	COLUMN 5 TO CHRISTIAN COLLEGE	COLUMN 6 WITH INCREASE
1970-71	1	45			
1971-72	8	300	10		
1972-73	87	3,480	174	35	
1973-74	330	13,200	660	105	
1974-75	550	22,000	1,100	170	
1975-76	930	37,200	1,860	320	
1976-77	1,500	75,000	3,750	750	
1977-78	2,000	100,000	5,000	1,000	
1978-79	2,500	160,000	7,500	1,500	
1979-80	3,000	210,000	10,500	2,100	
projected					
1980-81	3,500	274,000	13,700	2,800	2,880
1981-82	4,000	350,000	17,500	3,500	3,850
1982-83	4,600	446,000	22,300	4,400	5,130
1983-84	5,300	570,000	28,500	5,700	6,840
1984-85	6,000	700,000	35,000	7,000	8,750
1985-86	6,700	784,000	39,000	7,800	10,000
1986-87	7,600	890,000	44,500	8,900	12,000
1987-88	8,500	995,000	50,000	10,000	14,000
1988-89	9,200	1,100,000	55,000	11,000	16,000
1989-90	10,000	1,200,000	60,000	12,000	18,000
1990					
Low Est.	10,000	1 million	47,000	10,000	
High Est.	25,000	2.5 million	120,000	25,000	

(Source: D.R. Howard, Rebirth of Our Nation, 1980. p. 280).

ACE also has been successful in terms of its position as a system within the Christian School movement. About 20% of all such schools in the United States follow the ACE system: however it is estimated by ACE promoters that, of the three Christian schools that opened each day in 1981, two of the three used the ACE programme. In that same year ACE claims to have launched 1,000 schools world-wide, bringing such schools to a global total of 4,500 at the beginning of 1982.

Australia is one of the thirty-seven countries to which the ACE system has been exported. According to Charles Fitzgerald, ACE's International Director,

Australia joins Canada, New Zealand and the Philippines in maintaining the fastest developing ACE school system outside USA itself. In 1977 the first Australian ACE school opened in the Blue Mountains region of NSW. By 1982 over 100 schools had been opened by Australian religious groups, using ACE methods. Church groups that have accepted ACE materials have included Assembly of God, Christian Outreach Centres, and Baptist congregations.

TABLE THREE

ACE Schools in Australia: 1977-1982

1977	1
1978	8
1979	33
1980	45
1981	81
1982	110

(Source: Floyd Risser, ACE South Pacific Coordinator, Brisbane)

A catalyst to this rapid growth has been the accessibility of ACE materials. ACE advertises in the United States that for less than $5,000 a congregation can buy its kindergarten to high school programmed package, including administrative training for its teachers. Such teachers need not be professionaly qualified, and state-recognised teachers therefore do not have to be as plentiful as would be required in a State School of similar enrolment. This is because ACE directors believe that the programme itself frees a teacher from non-professional duties. In consequence 'one teacher with two non-professionals can serve the total needs of 40-50 students in one room and with any combination of grades'.[4] This is, in a financial and general resource sense, very attractive. In a comparative sense, however, the financial advantage of ACE school arrangements has been potentially sharpened by current policy of the Australian Government and its School Commission to significantly support non-government schools. This support is based on judgements of community need or demand, and assumptions about the importance of choice. This additional government support can cover around 70% of a school's building costs. Apart from this economic attractiveness - starting a school 'on a shoestring' - it is clear that the major factor in the successful expansion of ACE schools has been the focus on a fundamental version of Christianity, and its attractiveness to like-minded groups.

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A Fundamentalist Christianity

The growth of ardent religious fervour is a familiar part of humanity's history. Uncomplicated and militant versions of Christianity have become a feature of our times. It has been claimed that Christian fundamentalism is the chief cultural phenomenon of the United States in this decade.[5] This kind of assertion is based on statistics that indicate that 45 million Americans consider themselves to be 'born again' fundamentalist Christians; that media support for this view includes 1400 'all-gospel' radio stations, 30 all-gospel television channels, one billion dollars a year devoted to buying fundamentalist literature, and each year the receipt of at least 400 million dollars in donations directed to its nine most visible preachers.[6]

This fundamentalist Christian flood has spawned the introduction of ACE, and now nurtures and promotes it. Accelerated Christian Education takes up and clarifies or simplifies the views of the protestant fundamentalist and translates them into a school programme. Such a programme avoids wherever possible children's chances of, in ACE's terms, making wrong choices. It supports, instead, prayer; censorship of texts; punishment and reward set out explicitly for certain actions; and a strong and traditional family. This view especially supports the authority of parents over their children. The Baptist minister Jerry Falwell, founder of the Moral Majority and leader of its claimed three million members, presents these beliefs and links them with his support of ACE schools:

> I believe that children should be subservient to their parents. Children have the right to expect their parents to love them and give them the correct discipline... they have the right to be punished properly when they do wrong. ACE schools and Dr. Donald Howard are the driving forces in Christian education today. (They) have bolted the Christian School Movement into orbit.[7]

ACE builds these precepts into its curriculum. Corporal punishment is an accepted part of ACE child management. Howard believes that if a child 'does wrong deliberately and you produce a pain in his body and the pain is related to disobedience then he develops a respect for obedience'.[8] Obedience to parents and ACE Biblical principles is cultivated. In social studies a text reads: 'My father and mother love me. I want to obey my father and mother. I want to always obey God, too.' This obedience to God is also sheeted home to parents. ACE literature assists them by providing a check list, comparing state and (ACE) Christian schools.

To accompany this guide, ACE provides a statement of faith and practice which must be agreed to by ACE staff and parents of ACE pupils. It emphasises two 'principles': that of fundamentalism in faith 'as expressed in traditional Biliblical orthodoxy' and separation in practice, 'to influence the world but not be influenced by the world'.[9] It is claimed that these views permeate all curriculum and staffing arrangements for ACE schools.

TABLE FOUR

How Does The School Your Child Attends Measure Up?

The Non-Christian School Yes	The Non-Christian School No		The Christian School Yes	The Christian School No
☐	☐	Is God obviously honored in the daily program?	☐	☐
☐	☐	Are standards of Christian conduct enforced?	☐	☐
☐	☐	Can innocence be protected within the halls, playground, and restrooms?	☐	☐
☐	☐	Is the Bible quoted in school materials?	☐	☐
☐	☐	Are there daily prayers for God's help?	☐	☐
☐	☐	Do texts assume that the Bible record is true, concerning creation and the history of the earth?	☐	☐
☐	☐	Does the administration take a Biblical view rather than a humanistic one in deciding how students must act, how teachers will teach, what materials will be used in class, and what is considered as good?	☐	☐

The Non-Christian School Yes	The Non-Christian School No		The Christian School Yes	The Christian School No
☐	☐	Are children taught to care for buildings and materials because they are responsible to God?	☐	☐
☐	☐	Are children safe from hearing bad language, witnessing bad behavior, or from attack by rebellious and unruly students?	☐	☐
☐	☐	Is the Christian child protected from ridicule for his Christian ideals and way of life?	☐	☐
☐	☐	Do the lives of teachers and administrators reflect godly living that he can use as an example?	☐	☐
☐	☐	Is what is considered "normal" and "natural" that which is clean and wholesome?	☐	☐
☐	☐	Do the textbooks and learning materials assume that God's Word is the source of wisdom?	☐	☐

(Source: Facts about Accelerated Christian Education, 1981, p. 5)

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TABLE FIVE

Accelerated Christian Education: Statement of Faith and Practice.

STATEMENT OF FAITH AND PRACTICE

We believe in:

1. The inspiration of the Bible, equally in all parts and without error in its origin;
2. The one God, eternally existent Father, Son, and Holy Spirit, Who created man by a direct immediate act;
3. The pre-existence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, ascension to Heaven, and the second coming of the Lord Jesus Christ;
4. The fall of man, the need of regeneration by the operation of the Holy Spirit on the basis of grace alone, and the resurrection of all to life or damnation;
5. The spiritual relationship of all believers in the Lord Jesus Christ, living a life of righteous works, separated from the world, witnessing of His saving grace through the ministry of the Holy Spirit.

Relationships

1. Staff: All personnel who are involved in the development of the program, materials, curriculum, etc., whether employed full or part time, must sign the A.C.E. Statement of Faith and Practice.
2. A.C.E. will not knowingly become identified with a church or organization that holds a doctrinal position inconsistent with the basic principles as set forth in the Scripture.
   Furthermore, A.C.E. will not knowingly become identified with any church that is a member of the National Council of Churches or the World Council of Churches.
   (II Corinthians 6:14-27, II John 9-11, I John 4:1-3).
3. Affiliation: A.C.E. is not identified with any denomination, but encourages membership by individual schools in local, state, and national school organizations which share a similar doctrinal position.

PRACTICE

We believe that:

1. A Christian is called to be separated from the world and to abstain from questionable practices.
2. A Christian should have an appearance that is not conformed to this world (Romans 12:2). Modest clothing, appropriate hair styles, and general deference to the tastes of fundamental Christians would properly express this intent to be like Christ.
3. While we are able to be very careful about our own appearance and conduct, the Bible commands that we "judge not" and that Christian love characterize our relationships with other Christians (Romans 14:13). We would, therefore, avoid a critical attitude and un-Christian conversation about other Christians.
4. While we may disagree on minor matters of doctrine (not those stated in the Doctrinal Statement), it is a matter of both wisdom and Biblical command that we "avoid doubtful disputations" in our dealings with those of other convictions (Romans 14:1). Accordingly, it shall be a condition of the Purchase Agreement that such matters be avoided in A.C.E. gatherings such as rallies, workshops, and the National Student Convention.

Accelerated Christian Education takes a fundamental position on the great doctrines of the faith. While we can have professional interaction with Christians holding other beliefs on minor matters, belief in the historic fundamental doctrines of the virgin birth, the inspiration of the Bible, salvation by grace alone, and the deity of Christ is the common denominator on which such fellowship can be based.

The doctrinal position outlined in our Statement of Faith and Practice is foundational to the A.C.E. beliefs and to the written curriculum. It is not only implied, but is openly taught in the PACE's. Churches choosing to begin a school with the A.C.E. system should consider this statement seriously and determine whether they can conscientiously agree with the statement. Major differences in doctrine or practice are likely to lead to misunderstandings and difficulties later, and should be a warning that the A.C.E. program may not be suitable for a particular congregation. It is contrary to A.C.E. policy as stated in the Purchase Agreement for a church to make written corrections in the curriculum to conform with variations in doctrine. When a pastor signs the Purchase Agreement, he indicates his basic agreement with the doctrinal position of Accelerated Christian Education, without corrections or mental reservations. The pastor himself should carefully consider his church's beliefs and decide whether he and the Chairman of the Board can honestly sign the Purchase Agreement which implies doctrinal agreement between his congregation and A.C.E.

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(Source: Facts About Accelerated Christian Education, 1979, p. 24)

The statement emphasises a belief in the infallibility of the Bible, and counsels for the acceptance of 'modest' dress and avoidance of 'suspect' organisations such as the World Council of Churches. Then follow further statements on the nature of true education which, it is argued, would take into account the six characteristics of each person - spiritual, mental, physical, emotional, moral and social.[10] True education, it is believed, can only do this through a Christian school because the Bible, in truth, condemns secular education.

Proverbs 19.27, along with other predominantly Old Testament Texts, is quoted in support of this view: 'Cease, my son, to hear the instruction that causeth to err from the words of knowledge'.

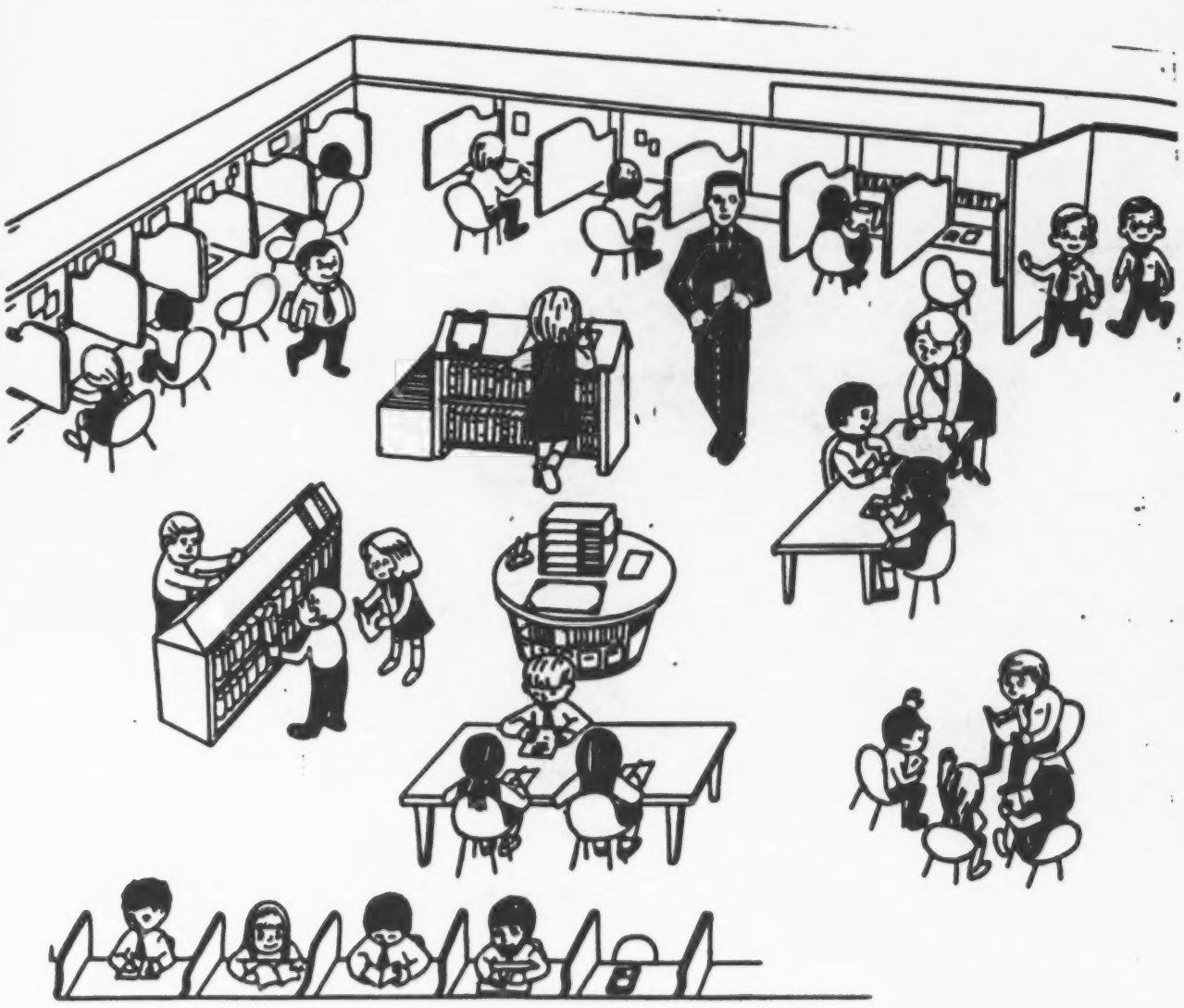
The ACE Curriculum

The curriculum has been shaped by the fundamentalist orientation noted above. ACE representatives refer to it as a 'modern day miracle'. This miracle, they suggest, has meant that 'God has raised up ACE to provide a total Christian curriculum so that (his) people can provide their children with the spiritual and academic training that God in His Word requires'. They attest that Accelerated Christian Education material, produced by over a hundred American educators at a cost of over one million dollars (spread across three editions between 1973 and 1982), is 'acclaimed as the finest Christian curriculum in the world'.[11]

The curriculum includes a requirement that content be taught in a learning centre. This is a classroom designed for study carrels. TABLE SIX illustrates the approved layout of a centre. It is supposed to allow private, individual study; achievement oriented time-on-task at the individual's own (supervised) pace; and an allowance of space for small and large group activities. The centre complements programmed learning materials in all subjects although only English, Maths, Science and Social Studies are listed for mandatory use. These materials are packaged in PACES (Packets of Accelerated Christian Education) and each, ACE staff believe, informs students of what God would have us know to live a Christian life.[12] Each PACE contains a character objective (for example Respectful, Meek) as well as other objectives, instructions, illustrations, directions, activities, check-ups, self-tests and final tests. The latter tests are marked by a score key kept at a centre table and supervised by the teacher on an individual student basis.

A further requirement is that ACE learning centre supervisors must report for a week of ACE training prior to the establishment of the school. The training covers the ACE philosophy, its approach to discipline, and the ACE 'chain of command'. This, together with the payment of an establishment fee, student monthly levies, and a written acceptance of ACE values and priorities allows the school to receive ACE materials. ACE supervisors will then inspect the school to ensure ACE standards are maintained.

TABLE SIX



(Source: ACE Promotional Literature, 1979.)

One of the standards is that of maintenance of ACE's 'Five Laws of Learning'.[13] These are:

(i) Individual work at individual levels for, 'to whom much is given much is required'.

(ii) List, by students, reasonable daily work goals, with a teacher's encouragement.

(iii) Control student choices, as we must 'train up a child in the way he should go'.

(iv) Ensure frequent testing because learning must be measurable, and

(v) Provide appropriate rewards and punishments.

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TABLE SEVEN

An example of ACE Rewards and Punishments

(i) REWARDS: Middle Level ('c')

Achieve	Privilege
1. Complete two PACE's per week.	a. A twenty-five minute morning break.
2. Maintain academic balance by completing at least one PACE in each major subject every three weeks.	b. Can read approved literature in student office, or listen to inspirational tapes at any time during the day, except during P.E., devotions chapel.
3. Accumulate no more than thirty minutes detention during the preceding week.	c. Can engage in extracurricular activities in the office.
4. Memorize preceding month's Bible selection.	d. Can be out of seat without permission for learning functions.
5. Present a five-minute monthly oral report on an interest area, project or book review.	e. Can serve on approved projects.

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(ii) PUNISHMENTS

IN GENERAL

Discipline is what is done FOR student not TO him. By nature a child rebels against parental and school controls which suppress carnal desires.. If a student is not completing his work although he knows what to do, 'sit down' on the student (get tough in a nice way). It will soon show who has the most courage. If you make the student.. learn to be thorough and consistent, he will love you for it.

IN PARTICULAR

Punishment should be at an appropriate level, relative to the offence: demerits, detention, spanking, parent-supervisor conference. Demerits are for procedural violations; the paddle for moral violations. To rule out spanking is to omit a key ingredient in discipline! It brings repentance and thus allows the child to clear his conscience; he can start over. 'The rod and reproof give wisdom' (Proverbs 29:15).

Wise supervisors will call the child's father to explain the offence: he is responsible for the spiritual growth of the home.

Offence in One Day	Demerit Mark	Detention Time
1st	1	0
2nd	1	0
3rd	1	20 minutes
4th	1	30 minutes
5th	1	45 minutes
6th	1	60 minutes
The child starts with a clean slate each morning.		

(Source: Drawn from ACE procedures followed by the Early Blessing School, 1982.)

The ACE philosophy can be illustrated, ACE supporters believe, by the donkey and cart. It leads directly to five key factors which determine the success of the school and the achievement of its pupils:

1. How heavy is the load?
2. How long is the stick?
3. How effective are the controls?
4. How big is the carrot?
5. How hungry is the donkey?

(Source: ACE Guidelines, 1978)

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Just as students can be rewarded for achievement, so too can schools. Model or merit status may be awarded on a one year basis by a visiting co-ordinator. The merit level requirements include, apart from academic achievement, specified work or activity for the school's pastor. This ranges from conducting staff and parent meetings to honouring state political representatives. Merit status allows the school, its students, and staff a number of privileges. A ten percent discount for example is accorded on all purchases of ACE materials.

To sum up, the Accelerated Christian Education curriculum is seen by its supporters as accademically sound (individual work; achievement oriented; high motivation levels), in accord with learning principles (pupils are not dependent only on teachers' knowledge; high time-on-task; multi-graded; learning replaces failure), and certainly providing a Christian environment. This summary underscores the ACE understanding of a teacher's role and qualifications.

> Although ACE recommends all teachers hold at least a B.S. degree, the most important degree is a B.A. (Born Again) in Salvation. For any school to be Christian, all members of staff must be born again. This includes being modest in dress and appearance, meek of spirit and personality, active in church and community life, clean in conversation and personal life, and a student of the Scriptures. The teacher's life is the life of his teaching.[14]

Critics of Accelerated Christian Education

ACE Schools remarkable growth has occured while other school enrolments have been in relative decline. In Australia state school enrolments have been reduced, in percentage terms, against non-government schools over at least the last five years. In the USA a decline in total non-government school enrolments has been noteworthy: Catholic School population has been reduced by 40% between 1965 to 1977, from 5.6 to 3.4 million pupils. At the same time fundamentalist Christian schools increased their enrolments by 118% between 1971 to 1977, with pupil numbers moving from 160,000 to 350,000. Such growth has also brought high visibility in the community generally, and from other educators specifically.

The most obvious criticism of ACE schools has been that of religious discrimination. Also segregation in both a racial and total community sense has been suggested. The religious rights of parents versus the rights of their children to join the mainstream of society (and contemplate the future rather than the past) have also been noted.[15]

The political implications of Donald Howard's own views have also been attacked. Michael Disend, after an interview with Howard, has claimed that ACE schools promote a dictatorship, with Christ as the Dictator. Howard is reported as saying that 'the ideal system is totalitarian government with a righteous, pure and godly leader.' However Howard notes that it is also true that ACE schools should 'teach a spirit of nationalism and patriotism, as the Bible teaches a good Christian ought to be a good citizen'.[16]

Observers of ACE schools in Australia have included the Australian Schools Commission. It appointed Michael Norman, a well known and well qualified independent school principal to survey such schools and their practices. His major reservation concerned

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> their very absolutist and fundamentalist view of how learning takes place.. it's not just that the atmosphere is tointense, but they are neglecting what childhood is about. Unrestrained play is sometimes an important part of childhood... they (ACE schools) are pushing what, in some respects is a good idea, to an extreme limit.[17]

Norman's comments are taken up by Joan Brown, Australian President of State School Organisations, who perceives the ACE system as promoting indoctrination and isolation to a level which is not socially acceptable.[18] State registration authorities have indicated formal misgivings related to these observations, but expressed in terms of curriculum provisions, and physical facilities. Based on these criteria, registration or government recognition has been refused or delayed in at least four Australian States - Queensland, South Australia, Tasmania and Victoria. These delays have applied particularly to ACE secondary schools, which either choose not to or cannot fit readily into government secondary student assessment requirements.

In Defence of Accelerated Christian Education?

Accelerated Christian Education's principles and practices have been presented in earlier sections of this paper. In some ways ACE supporters agree with their critics: ACE is a fundamentalist Christian school system, and its supporters believe that every child would be the better for enrolling in an ACE school. They are delighted that a growing percentage of the world's youth is there with them.

Here are comment's from two supporters of such schools: one a principal (and father of five) and the other a militant lobbyist. Arthur Roderick, of the (ACE) Engadine Bible Centre School asserts that

> We have the right to educate our children within a Biblical philosophy which we regard as the truth. We feel we are answerable to God for the training of children, and parents, not the Government, have the ultimate responsibility in educating children.[19]

Rona Joyner, Director of the Queensland organisation 'Campaign Against Regressive Education' has militantly attacked that State Government's proposed amendments to the Education Act which would place registration of schools more clearly in the hands of the Minister of Education. Under the present Act the Minister only has the power to prosecute parents if a non-approved school continues to function: under the amendments such schools could be deregistered and closed. Joyner alleges that 'already ACE schools have been closed or had approval denied (in other States) because they were too Christian'. She demands that the Queensland Government disallows government school inspectors from closing down 'any church school - ironically on the basis of non-compliance with the HUMANISTIC SUB-STANDARDS of the state system, which were what drove parents in desperation to seek an ALTERNATIVE system with HIGH STANDARDS, offered by Christians!'[20]

As these comments indicate the conflict between ACE and other, particularly government, school systems is intensifying in Australia. Arguments and strategies range across legal, political, educational, and religious grounds. Certainly Donald Howard identifies the Accelerated Christian Education system as an essential part of a Great Christian Revival of the 1980's. In his attempt to offer an alternative to 'the common school', Howard and the Accelerated Christian Education organisation have constructed a school

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package which is attractive to elements of major groups immediately involved in formal education. It is administratively convenient and economic; teachers and pupils are placed in a pre-planned and clearly organised environment; parents understand that Christian moral uprightness has returned to guide their children; and, for those that seek it, Bible inerrancy is the corner-stone of the school. In offering this, and watching over its growth, Howard quotes John Wesley's 1735 statement on the need for this type of alternative:

> 'You are better off to send your child to the devil than to send him to the common school.'[21]

REFERENCES

1. A Bible-Centred Education, from Your Church Can Have A Christian School.

2. Howard, Donald, Rebirth of a Nation, pp. 296-297.

3. Ibid.

4. ACE: Questions Most Often Asked, from Your Church Can Have A Christian School.

5. Yankelovich, Daniel, Stepchildren of the Moral Majority, p. 5.

6. See accompanying overhead transparency.

   The suggested details are

Armstrong	$75m	Bakker	$51m
Roberts	60	Graham	40
Robertson	58	Humbard	25
Falwell	58	Swaggart	20

7. Quoted by Disend, Michael in Whipping

8. Ibid.

9. Facts About Accelerated Christian Education, p. 24.

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